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ABSTRACT

The history of Greenland's educational activities began in 1721 with the work of a missionary who encouraged the people to learn to read and write. A century later, higher education became available. In 1905, legislation was enacted that served as a milestone of progress for the growth of education. Separation from Denmark, which was leading Greenland in its programs, was a problem, particularly with respect to language differences. Reforms instigated in 1950 were designed to link the 2 countries more closely, and efforts were made to overcome the difficulties of having 2 languages. Problems today include population increase, a lack of Greenlandic-speaking teachers and tutors, and a lack of suitable textbooks. Also of major concern are administration of the growing educational system, curriculum design, vocational training needs, and an increased demand for higher education. Much progress can be cited, but there is much yet to be done. [Not available in hard copy due to marginal legibility of original document.] (BD)

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CONFERENCE ON CROSS-CULTURAL EDUCATION IN THE NORTH

Background Paper - 4.A.

Montreal - August 1969

The Pedagogical Situation in Grønland

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I. A RETROSPECTIVE VIEW

1. Introduction. The population of Greenland are scattered over long coastal stretches. The greater part of the population live on the west coast of Greenland whereas only few places in East Greenland are inhabited.

Today instruction is being given at about 100 educational centres. The number of pupils at the individual places vary from 5 to more than 1,000. Furthermore, there are out-of-the-way settlements with only one or a few schoolchildren; at such places private instruction is often resorted to. In Godthåb, the biggest town in Greenland, there were, in the school year of 1968/69, about 1,400 pupils in 2 schools.

The country is divided into 17 educational districts, each of them under the leadership of a principal or an educational district leader. Each educational district has a central school in the principal town of the district and a number of smaller schools. The number of such small schools is changing rapidly - from about 180 in 1950 to about 100 in 1969 - due to the migration of the population from the smaller places to the towns taking place these days.

The modern Greenland school system is based on an Education Act from 1967, which, on many points, is similar to the ordinary Danish legislation on education. However, the educational tradition goes far back to the time of the arrival in Greenland of the first missionaries in the first part of the 18th century.

2. The Time of the Mission. In the beginning, the educational activities were closely connected with the missionary work. The European influence on the Greenlanders began in 1721 when Hans Egede, the Missionary, came to the country. Hans Egede and the missionaries who continued his work were, as a matter of course, interested in teaching as many people as possible to read and write, too, so as to spread the knowledge of the Bible. However, a literary language had to be created first, and for this reason alone it was rather a long time before it was at all possible to start the educational work proper.

The question of teachers was a very considerable obstacle to the endeavours to establish regular schooling. The missionaries themselves had a few private pupils, whom they tried to train to become their assistants; but in order to get still more assistants for the mission work

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they had some young men from an orphanage in Denmark sent to Greenland. Quite a number of these stayed on in Greenland for the rest of their lives, marrying Greenland women and thus becoming integrated in the Greenland community.

However, the endeavours to get Greenland tutors proper were not given up, and it has always been quite clear that a real Greenland school must be based on Greenland tutors (among others the catechist).

3. The Greenland Training Colleges. It was only as late as in 1847 that any higher education was introduced in Greenland. In that year two teachers' training colleges were established: one at Godthåb and one at Jakobshavn. The establishment of the two training colleges was highly beneficial to the school teaching in general.

However, there are indications that the basic work had already been done earlier as, in 1856, the first principal was able to declare that practically the whole population was able to read and write. The teachers' training college at Jakobshavn had to be closed down in 1875. It re-opened in 1901, but was finally given up in 1905. On the other hand, the training college at Godthåb is still in existence.

4. The Development of the School.

4.1. The 1905 Act.

The first legislation on education proper came into existence in 1905 when 'The Church and Education in Greenland Act' was passed by the Danish parliament. This act became a milestone in the history of the school. As a direct consequence of this act may, for instance, be mentioned that it was possible to intensify the teaching at the training college at Godthåb, among other things because, in 1907, a college building was erected, which, by the standards of those days, was highly modern, and this made it possible to introduce new subjects, amont others physical training.

4.2. The 1925 Act.

The act of 1905 was superseded by a new act in 1925. Also this act brought about several innovations.

The 1925 act created the possibility for gifted pupils to receive further education after the seven-year primary school - i.e. partly at a two-year continuation school and, in direct continuation thereof, at a so-called 'High School' for another two years. The High School has two sides - a lower secondary education for those aiming at an apprenticeship with an artisan or at an office, and a preparatory education for the group wanting to go in for the two-

year course at a teachers' training school. The training college curriculum covers the requirements of the school as well as those of the church, for the teachers were to serve in church as Preachers and apiritual advisers as well.

Danish was now introduced as compulsory subject in the primary school. For the first many years this subject could only be taught in the town schools - mainly by the Danish ministers and by the relatively few Greenland ministers that had received supplementary education in Denmark and, for this reason, had acquired special language qualifications, which the native teachers trained at the training college at Godthåb had no possibility of acquiring to the extent necessary for this subject.

The direction of the whole educational system was still vested in the church, a relic from the time of the missionaries. The Rural Dean of Greenland was director of education and the ministers were in charge of the local educational areas. The first step towards admitting educationalists to the pedagogic leadership was, however, taken by the Act of 1925, establishing two permanent posts as school inspectors, and they were to travel up and down the coast, giving pedagogic and professional guidance to the tutors.

5. Reorganization of the School. (The Act of 1950).

According to political resolutions in Greenland as well as in Denmark, a reform was introduced in Greenland in 1950 in all spheres - including, of course, the educational system. The aim of such re-organization was to make Greenland part of Denmark on an equal footing with the other parts of the realm. As far as the school system was concerned, this meant great changes, structurally as well as pedagogically. The school and the church administrations were severed. The direction of the school was assigned to a Board of Education presided over by the Governor, the Rural Dean of Greenland being an ordinary member and the new Director of Education being responsible for the day-to-day direction.

Besides, the teachers will gradually take over the responsibility for the individual educational areas and the individual schools.

After the seven-year Primary School only specially gifted pupils were as yet permitted to continue their studies at the two-year Continuation School.

At the same time, the Continuation School was turned into a preparatory school for the new four-year Lower Secondary School ('realskole'), in quality and value equal to the Danish 'realskole'. However, for the time being the pupils in Greenland must take their Lower Secondary School exam 4 years later than their opposite numbers in Denmark, who are able to pass their exam already in their 10th school year.

The teaching of Danish was very centrally placed , among other things by the introduction of the so-called A-B arrangement aiming at the streaming of the children from the 3rd grade into Greenlandic-speaking and Danish-speaking classes. In the A-classes the instructions were given in Greenlandic with Danish as a special subject. In the B-classes Danish was gradually introduced as language of instruction - except in the subjects Greenlandic and Religious Knowledge (The A-B arrangement is described in detail under 'The Language Situation', p.13).

II. CURRENT GREENLAND PROBLEMS INFLUENCING EDUCATION.

1. The increase of population. In the period since the reorganization in 1950 the Greenland community has experienced violent upheavals - social, occupational, economic, and cultural. In fact, the community of Greenland of today is organized on European lines. In point of time, however, it has not been possible for the school fully to satisfy the requirements facing the rising generation as to the discharge of their different functions in society. Rapidly developing, modern undertakings and institutions have been established, requiring fully qualified labour. A very considerable part of the new functions in society must today be performed by the workers sent out from Denmark.

After the combating of the tuberculosis, which was formerly the scourge of the community, and concurrently with the improvements taking place these years in the social services and in the housing situation, the population has increased quite considerably in number. As nearly half the population of Greenland are today below the age of 14, this increase in the population is, of course, especially felt in the educational sector.

On the basis of the available prognoses of population and its distribution the Ministry for Greenland has worked out the following prognosis of the number of children and young people in towns and settlements in Greenland in the years of 1975, 1980, and 1985.

When the prognosis of the number of children and young people in the various age groups was worked out, it was necessary to disregard any geographic variations in the distribution on age brackets, and as only a prognosis of the distribution on age groups for persons born in Greenland has been worked out, it has been presupposed that the grouping of persons born outside Greenland will remain unchanged in relation to the census taken in 1965.

As will be seen from the table, the number of children and young people of school age is expected to rise by 7,600, or more than 70 per cent, in the period from 1965 to 1985. During the said 20 years the total population is expected to be increased by 67 per cent, and thus the number of children and young people in the 6-17 year age group will, according to the prognosis, retain the same proportion to the total population in 1985 as in 1965 with the

difference, however, that there are relatively fewer children in the 6-13-year age group, and more in the 14-17 year age group in 1965 than at the census of 1965.

Whereas the number of persons outside the school age is expected to rise by the same percentage in the ten-year periods of 1965-75 and 1975-85, the percentual increase of the number of persons in the 6-17 year age group is, however, 5 times higher in the first than in the second decade. According to the prognosis, the number of persons in the 6-13 year age group will be increased by more than 4,000 in the 1965-75 period, but only by 700 from 1975 to 1985. From 1980 to 1985 the increase amounts to 200 only. Also as regards the number of persons between 14 and 17, the rate of increase will decline in the period up to 1985, but to a lesser degree than for the younger age groups.

To the education authorities the outlined increase in the population figures means that the demands for school-rooms and teachers etc. will increase considerably during the coming few years, culminating around 1975.

Concurrently with the increase in the population, a shift of the population from smaller to bigger places will be seen.

The expected, continued redistribution of the population means that the increase in the number of children will be concentrated in very few towns whereas, in a number of other towns and in the settlements, stagnant or declining figures can be foreseen. In some towns the number of school-children is five times the number of school-children 15 years ago.

In spite of the impressive building activities, the increase of, and the changes in the composition of, the population have, so far, made it difficult to set up the ideal framework for the school.

2. The Teaching Staff

2.1. Fully trained teachers. (In spite of the great diversity in the training of the Greenland teachers they are all designated: Fully trained teachers - on the basis of the following criterion: they have all received the highest education possible in Greenland at the respective times in question).

One of the greatest problems of the school in Greenland is the lack of Greenlandic-speaking teachers. This is primarily due to the fact that the training of native teachers has been unable to keep pace with the enormous increase in the number of children.

For many years the Greenland teachers, or catechists, trained at the more than 100-year old training college at Godthåb, have been the mainstay of the Greenland teaching staff. In order to cover the demand for teachers, catechists have, however, up to 1950, been

trained at one or two-year catechist schools headed by successive ministers of religion. The education given was unsatisfactory and insufficient in the long run.

At the same time, however, the education proper of the native teachers was gradually improved. From 1957 the conditions were changed in such a way that the Lower Secondary exam (O-level) was required for the candidates to start upon a three-year teachers' training course, the last year of which being spent in Denmark. In 1964 Greenland got a new Teachers' Training Act. It provided training over 4 years, one of which in Denmark, and qualitatively the training is equal to that given in Denmark. Naturally, the curriculum for the Greenlanders show some deviations, Greenlandic being included as a subject, and the special Greenland topics have found a natural place in subjects like history and natural science. The training gives the same chances of promotion as in Denmark, and having passed a special test in Danish this group of teachers can apply to the Danish school authorities for employment in Denmark; but also in the training of teachers it is difficult to keep abreast with the constantly increasing demands for training in Denmark. A new Teachers' Training Act willcome into force in Denmark in 1969. This has occasioned a change of the training of teachers in Greenland being under consideration at the moment.

The intake of students at the Teachers' Training College at Godthåb is not large as the number of young people having passed the Lower Secondary exam is small and as there are so many other possibilities of education for this particular group. In order to cover the demand for teachers at all it has, in recent years, been necessary to engage an increasing number of Danish-speaking teachers. Thus, in the school year of 1968/69 the number of Greenlandic speaking teachers was less than 1/3 of the total number of teachers. This means that a great number of subjects must necessarily be taught in Danish - also subjects that, under normal circumstances, would have been taught by a Greenlandic-speaking teacher.

As will be seen from the foregoing, the demand for teachers has, so far, been covered to a constantly increasing extent by the employment of Danish teachers - preferably at the major schools - whereas the very small schools still engage untrained tutors. Furthermore, a very great number of lessons are given as overtime work.

The percentual proportion of schoolchildren to the total population is so high that the demand for teachers in Greenland is twice as great per 1,000 inhabitants as in Denmark where, for many years, there has been a serious shortage of teachers.

In 1965, 470 teachers were in charge of 7,300 children, which gives an average of 18 children per teacher. This proportion cannot be expected to remain unchanged in the future considering the very considerable overtime work and the expected reduction of the teachers' working hours.

Furthermore, in the years to come it must be foreseen that there will be a rapid increase in the number of pupils in the 8th, 9th, and 10th grades, so far voluntary, and in the Lower Secondary department, which means further demands for teachers. (See Fig. 3)

2.2. Tutors. As it is hardly possible straight away to increase the number of Greenlandic-speaking teachers through the ordinary training colleges and, furthermore, as mentioned in the following section on the language problem, it is considered absolutely necessary to secure for the pupils contact with Greenlandic-speaking teachers already from their first day at school, it has been discussed whether it might be possible to arrange an untraditional training of Greenlandic-speaking tutors as a supplement to the teachers' training proper. Such training would plainly differ from the ordinary teachers' training by being less exacting and less extensive.

Various decisive factors may justify the employment of such tutors.

Only a few of these factors are going to be mentioned here:

1. The increased demand during the years to come for Greenlandic-speaking teachers.

2. The necessity for a reduction of the pupils' difficulties - not least when they start at school, at which time many pupils have a very limited Greenlandic vocabulary and a narrow outlook.

3. The desire to facilitate the co-operation between school and home, which will only be possible if a greater number of Greenlandic-speaking teachers are engaged,
and finally that

4. through a regular training of tutors it is possible to avoid increasing employment of unqualified persons.

The Danish Teachers' Training Act of 1966 maintains a standard training for all primary school teachers in Denmark, but in other countries many primary schools employ teachers of varying standards of training.

Although it is, in many ways, an advantage that all the teachers in the primary school have received the same training, still, on the back ground of the difficulties already mentioned, it must be considered fully justifiable to use bilingual assistance in the school in Greenland.

It is, however, important to establish the fact that these assistants are not real teachers but only tutors who are qualified to undertake a number of limited tasks in the school.

The proposal for arranging a training course for tutors was dealt with by the Provincial Council for Greenland in the month of May 1969. The Council accepted the idea, and the further planning of a new training system, if any, will probably be left to The Minister for Greenland, who, besides considering the salary and promotion problems of the tutors, will also try to arrange for the said training on the basis of a number of fundamental principles already discussed.

The training of tutors shall comprise theory as well as teaching practice, and it is estimated that the training can be finished in the course of 1 to 2 years. The instructions will be given at the Teachers' Training College of Greenland where there will already be teachers qualified for this task.

If such tutor arrangement is to be successful, a clear and reasonable salary system must be established. Furthermore, the possibilities of further training and promotion must be elucidated, but at the same time it should be emphasized that a tutor can never be appointed teacher without going through a teachers' training college.

The idea is that each tutor shall be attached to one or more fully trained teachers whereby a number of pedagogic teams will be formed which, under the leadership of a fully trained teacher, will be able to undertake educational tasks.

It may be difficult to arrange for a training system for tutors as it is an innovation which is unknown in the Danish school system; however, it is generally held that such training system may provide the school in Greenland with valuable staff members, and the result may be that the few fully trained, bilingual teachers may be put to better use than they are now and that the children will, to a greater extent, benefit from the instruction given by the Danish-speaking teachers and, on the long view, fewer teachers will have to be sent out from Denmark.

3. The Language Situation.

3.1 The Placing of Greenlandic. As regards the placing of the subject Greenlandic a good deal of discussion was going on prior to the passing of the 1967 Act. From political quarters in Greenland was given the target: Bilingualism (cf. details on p. 16).

14, subsection 3 of the Act provides as follows: "After a parents' meeting has been held, the local School Board shall, with due regard to the necessary teaching staff able to teach the subject Greenlandic being available at the school in question, submit to the Board of Education to what extent Greenlandic shall be taught at the school in question in the first and second school years, or whether the teaching of this subject should be postponed till the beginning of the third school year."

By this formulation it is, among other things, acknowledged that the number of Greenlandic-speaking teachers is insufficient to cover the demand.

In view of this situation the school in Greenland must, as already mentioned, to rather a great extent be expected to be based on teaching in Danish in the future.

As already mentioned, Greenlandic as well as Danish are included in the timetable, and both languages are, at the same time, languages of instruction, but the Education Act does not fix in what proportion the two languages are to be used.

The reason why the language of instruction was not laid down in the Act itself is that, already at the drafting of the bill, it was realized that the Greenlandic school system would be short of Greenlandic-speaking teachers and that, consequently, every teacher must necessarily use in practice the language he masters. Only less than 10 per cent of the teaching staff master Greenlandic/ Danish so well that they are able to teach in either language without difficulty.

3.2 The Teaching of Greenlandic. The Education Act of 1967 has not yet been followed up by a curriculum fixing the number of lessons to be given to the pupils in the individual subjects.

However, in 1968 the Minister for Greenland set up a Syllabus Commission, who are now drawing up a new syllabus for Greenland.

Since 1961 the educational work has been performed according to a provisional time table adapted to the so-called 'Experimental Education', according to which it is possible to postpone the teaching of Greenlandic till the 3rd school year - an arrangement which, by and large, was legalized by the Education Act of 1967.

According to the said timetable about 11 per cent of the lessons must be necessarily be in the subject Greenlandic, which demands a native teacher as, considering the present conditions - including the lacking possibilities of instruction courses for the teachers - we cannot expect any Danish teacher to acquire so great knowledge of Greenlandic that he is able to teach this subject.

The Ministry for Greenland has made estimate of the distribution of teachers in the town schools in 1970:

Natives	86
Non-natives	558
Totally	644

which gives 13 per cent of native teachers.

When this percentage is related to the 11 per cent lessons in the subject Greenlandic, the situation is serious. In the long run, nobody can be interested in a development relegating the fully trained native teachers to teach the subject of Greenlandic only, not least because, apart from the subject of Greenlandic, there is a great need for Greenlandic-speaking teachers for lessons in religious knowledge and orientation in the lower grades as it is now clear that the benefit derived by the pupils from the teaching of these subjects is very small because they have insufficient knowledge of Danish.

Thus, the subject cannot be taught, even according to the timetable mentioned, which gives the Greenlandic language the weakest placing, so far, known within the educational system.

4. Greenlandic - Foreign Language. As will be seen from the figures in the prognosis as well as from the timetable mentioned, the school is today in the situation that the greater part of the teaching by far must be in the hands of Danish-speaking teachers. As, however, only very few pupils of any year have the proper qualifications for understanding just a little Danish, the situation is very serious. Not only is a considerable part of the instructions hampered by communication difficulties between pupils and teachers, but furthermore the Danish teachers will have a professional background based on experiences and ideas alien to the native pupils.

The newly engaged Danish teachers take a three-week course before they leave for Greenland. This brief course is quite insufficient for the teachers to acquire even a moderate knowledge of Greenlandic. The teachers may get instructions in Greenlandic during their employment in Greenland provided that capable instructors are available. Teachers working at small schools with no other Danish-speaking persons than the native teacher may be lucky enough to pick up the language at an early time whereas teachers in towns with many Danish-speaking people will hardly manage to learn the language. It is evident that the teaching is extremely difficult for the Danish teacher placed in situations in which his own mother tongue is a foreign language and in which his job is to teach the pupils such foreign language - without really having the possibility of using the pupils' own language as his tool.

As already mentioned, the Education Act provides the possibility for all gifted pupils wanting to do so to finish their schooling by going in for the Lower Secondary exam (O-level) or the Government-controlled 9th or 10th grade tests, which are identical with the corresponding Danish exams. In a statement made during the sitting in the summer of 1965 The Provincial Council of Greenland has furthermore expressed as its opinion that also the population support the placing of the Danish language in school curriculum. Thus, the statement says as follows:

> "The target in the endeavours to procure a new Education Act was to find the ways and means to give to the young people in Greenland an overall schooling that will give the best possible basis for further education whether such further education will be given in continuation of the schooling or not until some later time. The teaching of Danish has got so prominent a place in the proposal on the assumption that almost any kind of education must essentially be based on Danish teaching, Danish technical literature, and Danish institutes of education. The aim is to enable the rising generations in Greenland to choose a training commensurate with their gifts and interests without being hampered in their choice by language consideration."

It is now left to the responsible educationists to arrange instructions corresponding to the pupils' gifts and aptitude, at the same time aiming at the said objective.

Any curriculum intended to cover so comprehensive an obligation must necessarily be a compromise. When the language qualifications of the pupils are taken into consideration together with the fact that the native pupils must, during the whole of their schooling, be taught one subject more than the Danish pupils of the same age, it is evident that, on the face of it, a line has been laid demanding greater efforts on the part of the pupils than they may reasonably be expected to manage. Especially their first period of schooling will present serious problems.

The fact that there are two official languages in Greenland, in which every citizen in the country may, according to inclination, necessity or capability, express himself, gives in the day-to-day educational work in Greenland a problem that may often overshadow the administrative as well as the educational problems at hand.

On p. 3 is mentioned the reform of 1950, which tried to find new ways and means for the educational system in its attempt to make the best out of a difficult working situation.

This searching for new ways first led to the 'A-B School System' mentioned on p. 4. However, after a few years it was found that, at a very early time, the pupils were streamed into two groups.

But the 'A-B' arrangement brought one more fact home to the educationists, namely that it is impossible for the pupils concurrently to learn two languages so widely different as Greenlandic and Danish from the beginning of their schooling. Furthermore, it is generally agreed that, according to experience, it is easier for the pupils to learn to read Danish than Greenlandic.

When it is taken into consideration that the greater part of the teachers in the school in Greenland will work best when using Danish, it was natural to change the basis of the educational work.

In the period from 1958 to 1963 it was, in most town schools, attempted to intensify the teaching of Danish from the very beginning, the teaching proper of Greenlandic being, at the same time, postponed until the third school year.

The experience gained from these so-called educational experiments contributed to the formulation of the completely new legal basis expressed in the Educational Act of 1967.

5. School Rooms. It goes without saying that the enormous increase in the number of school children and the very considerable shift of the population from the settlements to the towns create problems in connection with procuring the necessary framework for the school.

The endeavours to improve the educational standard are inevitably hampered by the insufficient number of classrooms and rooms for special subjects. In order to cover this demand as soon as possible it has, at many places, been necessary to make shift with temporary buildings, which could be erected quickly. Unfortunately, the provision of rooms for special subjects has, for several years, hielded to the provision of ordinary classrooms. The failure to extend the schools must be seen on the background of the great demand for investments in many other fields - especially in the housing sector.

So far, the framework of the school has not been able to accommodate the rather sudden and very great accession to the voluntary 8th and 9th grades. In 1968/69 about 65 per cent of young people of 14-15 years of age were attending the 8th grade and a great number the 9th grade.

In order to avoid turning away young people wanting schooling after the compulsory school age it has, therefore, been necessary to send a great number of this group to Danish continuation schools. The pupils are partly placed in large groups at special schools run by the Ministry for Greenland, partly in groups of 20 to 40 together with Danish pupils, and partly singly or in pairs among Danish pupils. The placing depends on the knowledge of Danish of the individual pupils.

Furthermore, 130 pupils at the age of 12 are sent to Denmark every year for one year's schooling with a view to entering the Lower Secondary School in Greenland. Private lodgings with Danish families are provided for these pupils.

The school building activities in Greenland go on. About 40 classrooms are erected every year, and the building activities planned for the period up to 1972 are so extensive that we are justified in hoping that it will then be possible to arrange for instruction in

Greenland for the greater part of the pupils in the 8th and 9th grades. In the major towns, the construction of schools is gradually attaining a standard meeting the requirements for effective teaching. At the small educational centres the classroom problem is solved by the erection of the so-called school-chapels - buildings used for educational activities as well as for divine services.

III. LEVELS OF ATTAINMENT - EDUCATIONAL MATERIAL.

1. Levels of Attainment. In spite of the improved educational standard, especially in the towns, the results obtained in general are still below the results obtained by pupils on the same age level in Denmark. Incidentally, the standard differs greatly from place to place and from subject to subject. The results obtained will also vary from year to year. The reasons for these rather considerable variations may be found in, for example, the nature of the educational material, the standard of the classrooms, the frequent changing of teachers, the uneven distribution of Greenlandic-speaking and Danish-speaking teachers, and, in some towns, the great number of new arrivals from the settlements with highly varying qualifications. Furthermore, the nature of the educational background in the smaller or bigger towns affects the results obtained. Persistent efforts are being made to highten the educational standard to such a level that the road would be paved for the pupils to further education, however, it must be realized that the children we are working with have special cultural and environmental backgrounds.

An investigation of the current syllabus carried through in the autumn of 1968 shows - without indicating thereby that a comparison with the levels of attainment of the Danish school children is reasonable or desirable - that, for linguistic reasons and due to teaching staff problems, the pupils in Greenland were somewhat retarded.

It appears from the investigation that the 4th and 5th grade pupils must, in general, be said to be one year behind in the subject Danishcompared with Danish pupils of the same age, whereas the difference at the end of the 7th grade is given as 1 1/2 - 2 years. In this instance, it is only a question of ordinary attainments, such as reading technique, spelling technique etd., shereas the investigation says nothing about the pupils'ability to understand the foreign language, Danish, and to use it themselves orally and in writing. As to the last-mentioned point, it is generally agreed by teachers that the difference in the levels of attainment is considerably greater.

In respect of the subject of arithmetic the syllabus commission has, on the background of the investigation, stated as follows:

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In respect of the subject of arithmetic the syllabus commission has, on the background of the investigation, stated as follows:

> "When a comparison is made of how far the individual classes have got in the textbook systems (Danish systems) used, it is seen that already in the first grade the pupils are somewhat retarded, but presumably no more than it may be assumed that a great number of the classes tested have got through the syllabus.
>
> The said retardation is transferred to the 2nd grade, presumably because of the assumption that the book must be read carefully before the next one is introduced, whereby the retardation is increased."

Furthermore, it plainly appears that there are great problems in connection with 'text' problems. It is, however, impossible to decide summarily whether the problems are of a purely arithmetical nature or whether, also in this case, the language element is a contributory cause of the poor results.

An investigation made in 1963 within the subject arithmetic seems to indicate that the standpoint in respect of problems in which the language plays no important part is lower, too.

The above observations apply to an increasing extent from the 3rd grade and upwards. The greater part of the 6th grades get no further than somewhere in the 5th grade arithmetic book.

Several of the said causes of the lower levels (compared with that of the corresponding classes in Denmark) have been dealt with in this paper, for instance the teaching staff situation, the language, and the classrooms, and therefore it will suffice to add a few comments on the situation around the educational material used in the schools.

2. Textbooks.

It must be pointed out that, due to the above-mentioned difficulties, the book must be considered, and actually placed, as the backbone of the educational work in Greenland.

The textbooks worked out especially for the school in Greenland must, as far as the method is concerned, be much more firmly worked out than it is usually found necessary, and the contents must, in particular, take into consideration the pupils' conceptions and qualifications on the whole.

Therefore, it has been found necessary to establish a special publishing undertaking.

Since 1963 the Ministry for Greenland has intensified the publishing of textbooks written especially for the school in Greenland by teachers experienced in the day-to-day educational work in Greenland. In the period from 1963 to 1968 about 100 textbooks have been published.

Part of the material is, pedagogically and technically, of a high value, which may, for instance, be proved by the fact that several of the textbooks have been introduced into the primary school in Denmark (the publications have been bought by the Danish Publishing Firm for Textbooks). Another part of the material must be characterized as usable, from the point of view that no other better textbooks are available and that the use of ordinary publications from the Danish publishers cannot be used straight away for lingustic, conceptional, and environmental reasons.

The curriculum investigation carried through in the autumn of 1968 resulted, among other things, in information about educational activities, working methods, and textbooks.

From the results of the investigation it will be seen that there is still a great unsatisfied need for suitable material. Thus, it is established that the ordinary education lacks:

A. A modern Greenlandic reader system.

B. A modern Greenlandic writing system.

C. Material in Greenlandic for object lessons and the initial teaching of 'orientation'. x)

D. An arithmetic book system for the primary school.

E. Books for all 'orientation' subjects.

F. Advanced Danish readers.

But in spite of this importunate shortage of material it must, however, be said that this is a field in rapid development. Several energetic, bilingual and Danish-speaking teachers are deeply engaged in the working out of educational material.

3. Audio-visual Aids.

The Ministry has been in a position to furnish all the schools in Greenland with AV material, such as film projectors, slide projectors, tape recorders etc. and, furthermore, electric aggregates have been bought so it is now possible for the schools in the settlements, too, to introduce AV material into the instruction.

In the three towns of Egedesminde, Godthåb, and Julianehåb, AAC language laboratories have been established.

x) Orientation subjects are: history, geography, biology, and, in the upper grades, civics.

As will be seen from the above the situation as regards AV material must be characterized as favourable.

Up till now, however, no AV material has been produced that is especially adapted to the school in Greenland, apart from a few series of slides for the teaching of 'orientation'.

IV. THE EDUCATION ACT OF 1967

1. Introduction.

The total number of schoolchildren is today about 9,000, which is more than double the number in 1952.

In an attempt at adapting the school to the enormous development in society in the course of the first 15 years after the reform, the Ministry for Greenland together with the educational authorities in Greenland drew up a new Education Act, which came into force in May 1967.

The Education Act valid in Denmark has formed the basis thereof, but at the same time the act has been adapted to the special conditions in Greenland, i.e. keeping in view the aggregate complex of problems in Greenland the legislators have, through the Act, tried to create the possibility of developing the whole educational sector in the most expedient manner.

This brought about the framework act on the basis of which we are working today. The problems around the school in Greenland were not solved by the passing of the 1967 act, but it should be borne in mind that this framework act will not prevent any experiments by the method of trial and error.

It should be mentioned that we are about to build up a school psychology institution in Greenland, including, among other things, the arranging or the special education. Two years ago, the Minister for Greenland set up a committee in Copenhagen to deal with the special education, and a report is expected to be published in the beginning of 1970.

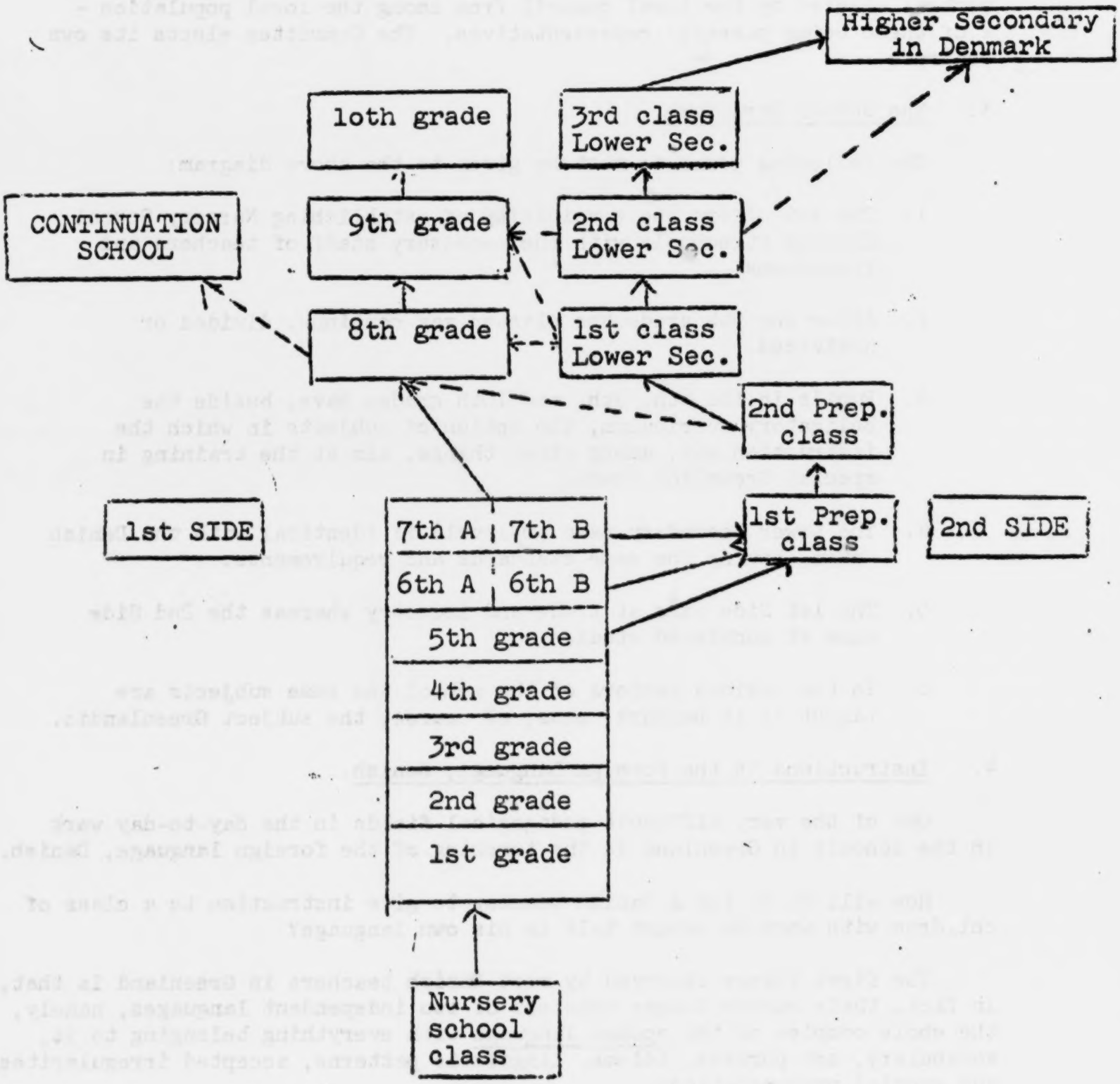
Furthermore, it is contemplated to engage advisory officers for the individual subjects.

The above-mentioned endeavours together with those described previously, such as the working out of new educational plans (including curricula and educational instructions), publishing activities, and the introduction of AV aids and a more extensive schooling of Danish-speaking teachers and an intensified training of Greenlandic-speaking teachers, show in broad outline an educational policy deliberately directed towards the future.

2. The School Management.

Education in Greenland remains in the hands of the Board of Education, whose members are the Governor of Greenland (chairman), the Rural Dean of Greenland, and the Director of Education, who is responsible for the direction of the educational system. Furthermore, there are 2 members elected by the Provincial Council and one representative elected by the Joint Teachers' Council

The School Structure



attending the Board meetings - the latter, however, with no right of voting.

For each educational centre 2 representatives of the parents are elected. In each educational district there is an Education Committee consisting of the school inspector, the minister, the district member of the Provincial Council, the chairman of the local council and 3 other members elected by the local council from among the local population - 2 of these being parents' representatives. The Committee elects its own chairman.

3. The School Structure.

The following comments must be given to the above diagram:

1. The Act offers the possibility of establishing Nursery School Classes at schools with the necessary staff of teachers and classrooms.

2. After the 5th grade the classes may continue, divided or undivided.

3. Pupils in the 8th, 9th, and 10th grades have, beside the obligatory curriculum, the option of subjects in which the instruction may, among other things, aim at the training in special Greenland trades.

4. The Lower Secondary exam (0-level) is identical with the Danish exam, having the same standards and requirements.

5. The 1st Side aims at trade and industry whereas the 2nd Side aims at continued studies.

6. In the various sectors of the school the same subjects are taught as in Denmark, plus, of course, the subject Greenlandic.

4. Instructions in the Foreign Language, Danish.

One of the very difficult pedagogical fields in the day-to-day work in the schools in Greenland is the teaching of the foreign language, Danish.

How will it be for a Danish teacher to give instruction to a class of children with whom he cannot talk in his own language?

The first things observed by most Danish teachers in Greenland is that, in fact, their mother tongue consists of two independent languages, namely, the whole complex of the spoken language with everything belonging to it, vocabulary, set phrases, idioms, linguistic patterns, accepted irregularites, and special pronunciations.

Secondly comes the written language, which, of course, moves mainly along the same lines as the spoken language but yet is governed by other and narrower rules. Whereas the former language induces people to take an active part in various situations, the latter is, as a rule, only used to describe such situations, that is, in a manner that is more cautious and correctly reserved than the rather hasty spoken language.

When, for the first time, a teacher experiences his own language 'from outside', it may be rather overwhelming to perceive the distance between the spoken language and the literary, written language the pupils are required to learn - even though the teacher himself may not use it consistently when giving his instructions verbally.

And in this very field, the teaching of Danish, the school has been guilty of quite a number of mistakes in Greenland. When feeling uncertain about the procedure, most teachers will, as a rule, cling to the methodical firmness supposed to be found in the textbooks available, in this case the Danish readers in particular. But in Greenland it appears that it is just the normal Danish readers that have contributed towards creating a 'closed' Danish language, which, to many children, was something they concerned themselves with only during the lessons in Danish and only in the form of questions and answers directly referring to the textbook - but which, apart from the work in the classroom, was of no relevance, during the breaks, outside the school or at home.

The book language has put its stamp upon the teaching methods to such a degree that, at most places, conversation and subjects like biology, history, and geography are rare occurrences. Therefore, it has been necessary, not least at the elementary stage, to drop the Danish textbooks, which are otherwise excellent books in many respects, and then the teachers must, locally and to the best of their ability, try to create something usable themselves.

Several systems worked out with a special view to teaching Danish in Greenland have seen the light of day. We shall give below our comments on the considerations and the points of view behind the working out of the latest systems.

These years the Ministry for Greenland publishes new-orientated Danish educational material under the title of 'My Danish Reader'. The basic point in this system is, first and foremost, deliberately to emphasize the spoken language, whereas the reading language comes second - and the written language comes third.

Teaching of the spoken language has been generally known in all educational systems, but its being taught as a foreign language to 1st grade pupils is, in fact, rather a new phenomenon.

The arrangement of the system mentioned is based upon the point of view

that the teaching must follow the principles governing the acquisition of knowledge of the mother tongue, namely:

that one must understand the language before one can talk it;

that one must be able to talk a good deal before one starts reading, and

that one must master the reading fairly well before one starts writing.

That this sequence is reasonable is quite obvious when one looks at an ordinary Danish primer, which is often built up on the following framework:

1. An illustration of the object to be learned;

2. A printed text giving the name of the object;

3. An open line for practising the writing of the letter to be learned, as block letter, and

4. An open line for practising the writing of the letter to be learned, as handwriting.

From such a page the pupil has to learn four quite different things in the same process. When the pupil is taught his mother tongue, the problems may be less pronounced, partly because it can be taken for granted that the object to be learned is known to him, partly because the teacher is able to explain the differences in the remaining acquisition processes.

In case of a foreign language things are quite different. All the problems are new, and the teacher has no actual chance of giving any explanation because he does not speak the pupil's language. Therefore, it is certain that the grasping of four different problems in one process hampers the total acquisition and, at the same time, it makes the pupil feel uncertain in face of the material.

Therefore, the starting point for the teaching of a foreign language must be to make the acquisition by the pupil as simple as possible. In other words, the pupil should learn one thing at a time.

If, from the very beginning, the teaching is based on the spoken language only, the subsequent reading will, as in the lessons in the mother tongue, find support in the spoken language - the only new thing being that the pupil is now reading - while the problems around the understanding of the language are already over and done with.

The material for the teaching of the spoken language in 'My Danish Reader' has therefore been built up in such a way that it imparts to the pupil an understanding of a number of selected Danish words and concepts. Then follows the teaching of spoken Danish in connection with the same words and concepts.

The process of understanding covers a number of different activities, for instance the obvious ones of listening and feeling, but others, too, such as those of selecting, drawing, miming, and copying.

In practial educational work, understanding and speech will imperceptively merge, and because, as mentioned, there is no common language of communication, the checking of the understanding consists, to a great expent, in letting the pupils play-act or play.

As to the spoken language, the problem was to build up a system using a simplified language containing only such Danish key words as may be used in a number of typical social situations, all of them taking place in Greenland surroundings. These selected situations are enlarged upon and repeated in different ways several times in the course of the first two school years, both in spoken language and in the form of texts for reading. For it is not only a question of learning the words and sentences; they should be hammered into the pupils and preferably become automatic before the pupils can use them with any degree of certainty.

The first material is a set of pictures for object lessons consisting of 88 big, richly coloured figures, all of them representing quite unambiguous concepts. There is a family: father and mother and three children, their house, car, boat, domestic animals etc. etc. The figures are seen in many different situations. They are standing, walking, running, sitting, and lying down, and it is thus rather a simple job to combine the figures with several other figures to form small simplified situations.

When the boy Ole is going to attend school, the teacher just takes the walking Ole-figure, puts a satchel into his hand, places him on the road, and places the school building at the end of the winding road. The figures are fastened by means of small 'burrs' on to a big flannelgraph, a regular piece of equipment in the classroom, and by using these few figures the teacher has got a good starting point for a conversation which - at this simple stage - will be both engaged and exciting. Thus, the initial teaching is kept far away from textbooks and reading exercises.

The pupils' material is variations of the teacher's flannelgraph figures. Some of the material consists of big reproductions, which the pupils themselves are to colour, cut out, and stick into an exercise book, and with a view to checking the understanding there is a set of punched-out figures for each pupil.

'Can you show me the shop?' asks the teacher, and all the children immediately hold high the figure of the red shop. Any uncertainty is easily discovered, the children may look sideways at their neighbours, or they may simply show the seal, the razorbill or some other wrong figure.

While at the beginning, as already mentioned, the teachers work with simple words and concepts, which are then combined to whole sentences, the next step will be to provide the pupils with a pointer book containing pictures showing more complicated situations. Here the purpose is the exact opposite, namely, to find the details in the big picture - and then tell about them.

This 'talking picture book' likewise contains the first material for reading exercises, which is arranged in such a way that the pupils are working all the time with well-known things. The spoken-language background is now in order and the pupils can start reading; but still, only one thing is learned at a time.

The subsequent reading material is naturally rather like the ordinary, well-known readers. But everywhere the interplay between the talking and reading functions is plainly emphasized. And it is an absolute condition that the pupils will only read things which the teacher and the pupil have been able to talk about in advance. As, at the same time, far-reaching considerations have been shown as regards reading technique in the arrangement of the texts in the books, this means that a great part of the spoken language does not appear at all in the books, simply because the words are too difficult to read.

Consequently, the pupils at the elementary stage are able to say a gook deal more than they can read, and this is the proper path to the normal teaching as it is known in Denmark.

'My Danish Reader' covers, so far, the first three school years only, but the material for the following textbooks is being worked out. The said material will contain further motivation for speaking Danish. Again the idea is deliberately to disengage oneself from the somewhat artificial working method which the material might induce the teacher to use in this special relation. It will instead be necessary to use to a great extent the range of possibilities offered by the modern AV aids. So far, economic considerations have held back the education authorities, but to a certain extent the new Education Act has made it possible to use other and more modern methods in the work towards the objective: a lower secondary exam (O-level) or a 9th or 10th grade test with the same contents and on the same level as in Denmark.

Considering the fact that the pupils in Greenland have, throughout their schooling, one subject more than the pupils in Denmark, it is quite obvious that the school is bound to assist them and to take short cuts wherever possible.

Ahead of us lies an experimental period of absorbing interest, in which the possibilities of the various aids are to be tested and adapted for special use in the schools in Greenland.

Above all, pictorial material in large quantities are to be produced, from pictures for object lessons to slides, videotapes, endless films, and sound films. Furthermore sound programmes on many levels to be used in the school radio, on tape recorders in the classroom or in the language laboratory.

The demand for a school TV with special programmes broadcast in the individual schools in closed circuits becomes increasingly urgent. Only when TV is introduced in Greenland, the school authorities are able to open up the window in earnest to the modern world, giving the impulses and the background information that are so necessary if there is any hope of the level of the leaving classes corresponding, not only as regards knowledge, to the level of the graduating classes in Denmark.

5. Practical Subjects.

In a transition period, the instruction in these subjects is being given to the extent made possible by the number of rooms available.

In the special sealing districts instruction is given in 'sealing practice'. For the boys this comprises the construction of the ordinary sealing tackle and kayak paddling, while the girls are taught skin dressing and sewing.

The instruction in the subjects attached to the sealing trade is, first and foremost, given to create an interest in the trade; it is still considered highly important that the family undertake to train the young people in sealing and skin dressing in the proper way.

6. From School to Practical Life.

Occupationally, the country may be divided into 3 regions, namely, the Sealing District comprising the most northerly part of Greenland and East Greenland; the Fishing District comprising the central part of West Greenland, and the Sheep-breeding District in the southern part of the country. This occupational division into 3 regions makes, to a certain degree, itself felt in the school work. The largest settlements are found in the fishing district and here it has been possible to enlarge the schools, while this has been impossible at the small places in the sealing district. In the sheep-breeding district regular instruction can hardly be arranged in the very small, out-of-the-way settlements. The educational requirements in the fishing district hardly differ from those known in Denmark. The educational requirements for the group that is going to live as primitive sealers may, of course, be met locally, but the part of the population in the sealing as well as the sheep-breeding districts that will later migrate to the bigger towns have a natural claim for book-learning. It is difficult to find qualified Greenland-speaking teachers for the small places. Therefore, it is often necessary to use local tutors with no training, apart from what they learned in the primary school. Some of the places are so small that they have not even got a building where the teaching can take place. In the sheep-breeding district the children live in boarding schools, partly in a few settlements and partly in the nearest larger town.

Through many years it has been a tradition in Greenland to place the pupils for further education in boarding schools. The boarding schools, housing totally about 550 children, have been concentrated in the towns of Julianehäb, Godthäb, and Egedesminde. Besides, smaller homes for pupils have been built in the other towns for children from the district. The Education Act provides that in each educational district it must be possible for the pupils to continue their schooling not later than from the end of the 5th grade at one or more central schools, to which homes for pupils are attached. This means that more homes for pupils must be built at the highest rate permitted by the appropriations and the technical apparatus.

V. VOCATIONAL EDUCATION AFTER THE COMPULSORY SCHOOL AGE

1. Training of Apprentices.

A good basis education is necessary for the young people if they shall succeed in carrying through their vocational training. As already mentioned, the demand for well-trained people is being felt in the developing community. Such demand exists in the free trades, in the fishing industry, among the artisans, in offices and business, and in undertakings requiring higher education.

The Danish apprenticeship system was put into force in Greenland in 1963. The training of apprentices takes place first and foremost in the wood and metal trades and in the office and business lines. Incidentally, the differentiation of the training in the various trades mainly depends on the extent to which qualified and recognized employers can be found for the apprentices. Trades of a more special nature must be learned in Denmark.

Considering the investment activities in Greenland during these years with the extensive use of labour from Denmark, the need for the traditional artisan's training will still be pronounced. Since 1962 there has been a provisional vocational school for artisans at Godthåb. Immediately before the introduction of the apprenticeship system, courses were arranged for semi-skilled artisans and office clerks, the participants passing the 'journeyman's test' for the artisans and the 'shop and office assistants' exam' for the clerks and shop assistants, whereby the status of this group of skilled workers was secured.

Apprentices in the wood and metal trades are gathered in Godthåb from the whole of Greenland to attend the basic preparatory school and twice during their apprenticeship for theoretical instruction rounded off with a 'journeyman's test'. Training of a more advanced nature - for instance that of an electrician - is started in Greenland and finished in Denmark. The same holds good for shipwrights.

In 1969 a central vocational school was finished at Godthåb for the training of apprentices and for other vocational courses. The block of buildings comprises a number of classrooms and workshops, and a hostel housing about 130 students will be attached to the school. About 1,000 apprentices and students are expected to attend the school per year.

Business apprentices get their practical training in Greenland and finish their theoretical education in Denmark.

2. Nautical School.

Since 1959 there has been a nautical school at Godthåb where coastal and home-trade masters are trained, whereas no mate's examination is held as yet in Greenland. The fishing industry is the most important one in Greenland. Therefore, it is of very great importance that as many people as possible are trained in seamanship.

A regular fishermen's school has not yet been established in Greenland, but local courses in elementary practical and theoretical subjects are held for fishermen. Increased efforts are to be foreseen in this field during the next few years.

3. Courses for Unskilled Workers.

These years a great activity is, upon the whole, displayed in connection with courses for un-skilled workers. Courses are arranged in Greenland as well as in Denmark. We may mention courses for machine drivers, courses in the use of contractors' machines, courses for crane drivers, for workers in the building trade, for storage and warehouse workers and for foremen - just to give a few examples.

4. Special Training for Women.

There are several training possibilities for the young girls in Greenland. Women are, to a great extent, represented on the shop and office staffs. Among the special training courses for women may be mentioned the training as assistant nurse and as children's nurse assistant. At Julianehåb is found a school for housewives, at the moment accomodating 15 pupils, and courses are arranged for catering officer's assistants.

5. Evening Classes etc.

Under the act, possibilities have been opened up for the establishment of evening schools, evening high schools, courses of lectures, and continuation schools, recreation arrangements, and various kinds of general education, including course activities. The Minister for Greenland has been authorized to lay down provisional regulations for such activities.

Knud Rasmussen's High School at Holsteinsborg is an independent institution and the only school of this kind in Greenland. It is run in the same way as the Danish folk high schools.

Instruction is given in ordinary school subjects, the main stress being laid on history, civics, and what falls within the concept of Greenland traditions and Greenland culture.

After the new Education Act got into force with its new provisions for evening classes and out-of-school education for young people, we are happy to say that this kind of spare-time education has progressed considerably. The evening classes comprise subjects like Danish, Greenlandic, arithmetic, foreign languages, social subjects, practical subjects etc. Evening classes may be arranged in co-operation with the local associations. The evening classes offer an excellent opportunity for further education. The evening classes cater for people of more than 18 years. The youth school has pupils in the age group of 14-18. With the subject 'orientation' for young people as starting point, the problems of the young people themselves are dealt with. Many pupils at the youth school

come from the group of young people already in progress of training, supplementing at the youth school the education they are already receiving. The greater part of the pupils, however, are recruited from the group that has had 7 years of schooling only. Through the youth school this group of young people get an opportunity to go in for tests in a single subject corresponding to the tests arranged after 9 years' schooling. This is quite a new opportunity, probably to be made use of by a considerable number of young people.

6. Further Education in Denmark.

As will be seen from the foregoing, the differentiation in the education given in Greenland must necessarily be limited. Apart from the training of teachers, no further theoretical studies have been arranged in Greenland. To gifted young people, however, the road to practically all forms of higher education is open. It is possible to be educated in Denmark in the subjects not taught in Greenland. The economic problems have been solved by the establishment of an advantageous students' loan fund. After having concluded their apprenticeship in Greenland, the young people may apply for further education at technical institutes of education and at advanced schools of commerce. Trained nurses, kindergarten teachers and the like are trained in Denmark. The pupils qualified for Higher Secondary Schools or schools on a similar level must go to Denmark, too. The universities and other institutes of higher education are open to sufficiently gifted and mature students.

According to the latest statistics, about twenty young people are preparing for matriculation examination and about ten are studying at the universities.

It is a general experience that the drop-out rate of the young people receiving a higher education in Denmark is rather high. So far, only quite few Greenlanders have taken a university degree. It is in itself very exacting for a Greenland student with a purely Greenland background to complete an education in a foreign language, what Danish, of course, is to a Greenlander. It demands quite a lot of character to take the change of environment and the social transplantation from Greenland to Denmark. These factors undoubtedly contribute to the relatively high drop-out rate.

It can be said in general that the educational system in Greenland is quite new and that heavy demands are made on the young people who, for instance, are being trained to tend expensive and complicated technical plants. The reform of the community has been so rapid that the educational sector has not been able to keep pace. On this background it is encouraging to note, that the authorities empowered to make grants as well as people in general clearly realize the importance of education in modern Greenland. By the choice of their career the young people have often proved that their goal is a full and complete education. They may sometimes find it difficult to evaluate their own capabilities and qualifications. Here the school and

other instances must help them. Already today demands are made for most forms of education to get on an equal footing with the education in the rest of Denmark. We have reason to feel happy because so many young people have been able to go through with rather complicated training schemes. On the other hand, we must not be blind to the fact that quite considerable demands are made upon the young people, considering their social and linguistic qualifications. Therefore, we also see some failures. On the long view, the objective must be as it is, but opinions may vary on the road to be followed and on the methods and means to be used. The debate must go on for the elucidation on this very important question.

School Structure according to the Act of 1925.

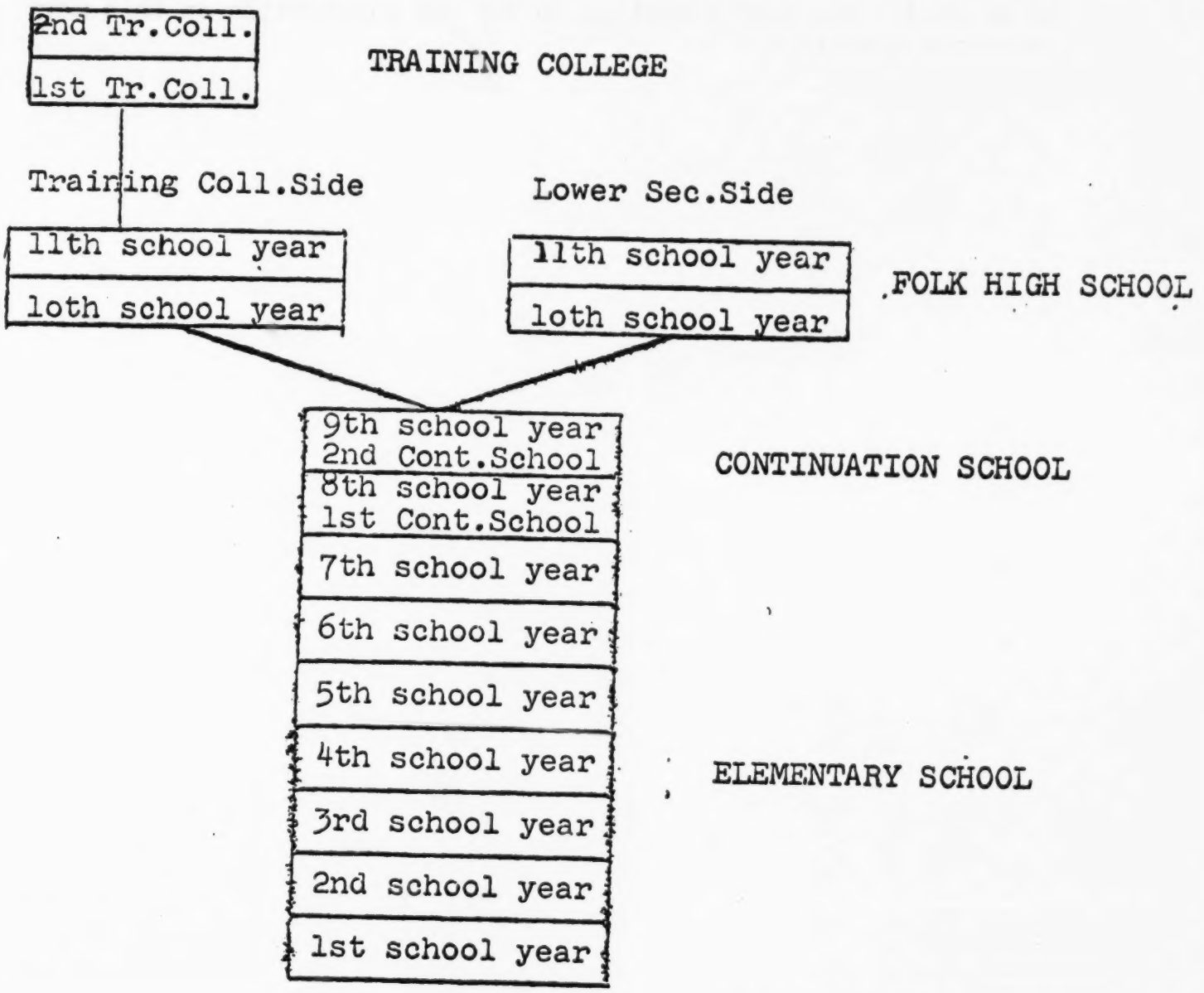


Fig. 1

(54)

Fig. 2

In order to make the prognosis as clear as possible, the pupils have been divided into 3 age groups only, namely: six-year-old pupils (nursery school classes), pupils of 7 to 13 (1st to 7th grades), and pupils of 14 to 16 plus 25 per cent of 17-year old pupils (further education in 8th to 10th grades and the Lower Secondary School according to the objectives for 1985).
As will be seen from the below table, considerable shifts in the age groups are expected in the period up to 1985:

Age groups	1965 Number	%	1975 Number	%	Index 1975 1965 = 100	1980 Number	%	1985 Number	%	Index 1985 1975 = 100
6	1330	3,4	1800	3,4	135	1850	3,1	1950	3,0	108
7-13	7190	18,2	10750	20,0	149	11200	18,7	11300	17,1	105
14-16 + 1/4 of pupils of 17	2130	5,4	3950	7,4	185	4700	7,8	5000	7,6	127
Totally	10650	27,0	16500	30,8	155	17750	29,6	18250	27,7	111
Not in the school age	28860	73,0	37100	69,2	129	42250	70,4	47750	72,3	129
Total population	39510	100	53600	100	136	60000	100	66000	100	123

The distribution of teachers during the past 15 years will be seen from the below table:

Teachers per January 1, 1968.

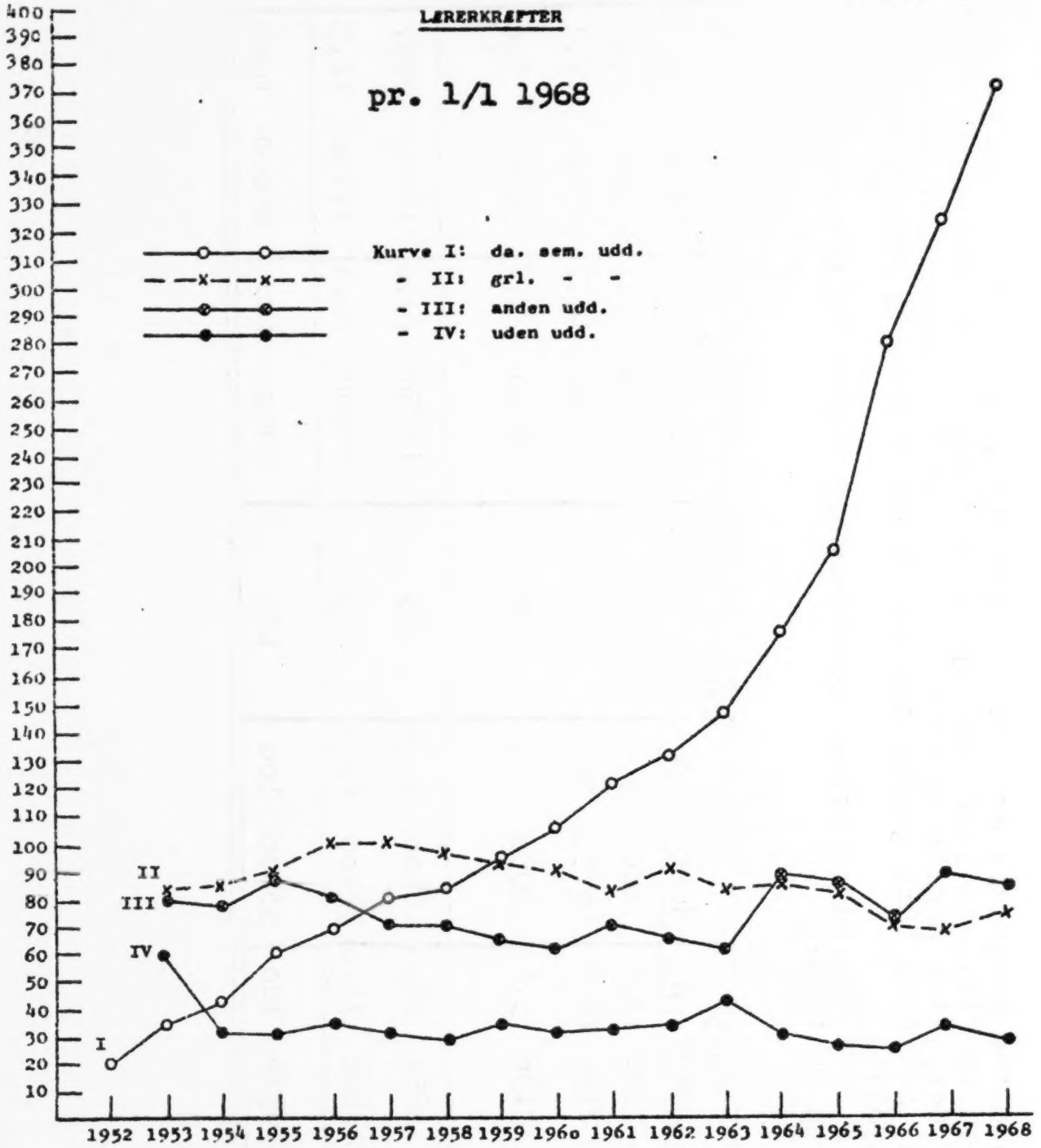


Fig. 3

Curve I: Danish-trained - Curve II: Greenland-trained - Curve III: Other training - Curve IV: Untrained.

As will be seen from the table, practically the whole accession since 1952 has consisted of teachers with Danish college training, and out of these an overwhelming number is Danish-speaking teachers, who have, incidentally, been changing rapidly. The average length of their stay in Greenland has been about 3 years, and they are still changing rapidly although, during recent years, there has been a tendency towards longer periods of employment in Greenland.